

College of Liberal Studies
Advanced Topics -- Motivation in Learning and Leadership
LSTD 4700 801
August 21, 28, September 4, 11, 18, 25, October 2, 9, 2007
5:30-9:30 pm
Rose State College – Tom Steed Center, Room 205
Fall, 2007

Instructor:

Elaine Bontempi, Ph.D.

E-Mail: ElaineBont@aol.com

Phone: (405) 820-6186

Course Overview

This course introduces students to several theories of human motivation that are applicable in both learning and leadership settings. A common misunderstanding is that leading and managing are one and the same. The main difference between the two is that leadership is about influencing people to follow, while management is focused on maintaining systems and processes. The course content can also be applied to athletes, students, business men and women, military personnel, and those in positions of leadership.

Often we find ourselves in positions where we are required to perform tasks that are not inherently interesting. In these situations it may be necessary for us to find ways to motivate ourselves and others. For example, effective employee motivation has been one of a manager's most difficult and important duties. Many companies find that employees are more motivated when their work environments are positively redesigned, which in turn, significantly reduces costs of production.

Specific theories that will be reviewed in this course intrinsic and extrinsic motivation; goal theory (Dweck, Pintrich, Wentzel, Miller, and Brickman); need theories (Deci and Ryan, McClelland); self determination theory (Deci and Ryan); personal selves (Markus & Nurius); and theories addressing culture and motivation (Ogbu). In addition, students will be introduced to the Myers Briggs Type Indicator (MBTI) and its possible application in resolving motivational issues in the workplace.

Required Texts

Reeve, John Marshall. *Understanding Motivation and Emotion*. 4th Edition. ISBN-10: 0-471-45619-5, ISBN-13: 978-0471456193.

Concise Rules of APA Style. 2005. American Psychological Association. ISBN-10: 1-59147-252-0, ISBN-13: 978-1591472520.

Other required readings will be made available online through this course Web site and the <http://learn.ou.edu/> component of this course. Please be sure to log in regularly.

Suggested Texts

Team Secrets of the Navy Seals: The Elite Military Force's Leadership Principles for Business. ISBN-10: 0-7407-1907-6, ISBN-13: 978-0740719073.

Stanley, Andy. *Visioneering*. 1999. Multnomah Press: Sisters, Oregon. ISBN-10:1-57673-538-9, ISBN-13: 978-

1576735381.

Course Objectives

By the end of this course, students will be able to successfully discuss and apply the motivational theories covered in this class to authentic situations.

Distribution of Work:

This course will be divided into eight units, and each unit will have required work and readings. For an overview of all requirements and the grading scale please view the requirements page.

Learning goals will be assessed through the following tasks:

- * Case studies
 - * Essay questions
 - * Reading assignments
 - * Research writing
 - * Discussions

Writing will be critiqued on the basis of:

- * Relevant and original insights on course content;
- * Connections made between readings and course concepts;
- * Clarity and originality of ideas;
- * Soundness of the arguments, including the claims, evidence, and connections made;
- * APA formatting; and
- * Spelling and grammar.

OVERVIEW OF ASSIGNMENTS

Required Work and Submitting Assignments

CONTENT:

This class has no formal exams (midterm or final). Rather, students will be assessed through weekly essay responses and journal entries. In addition, there are two case studies and one research paper due.

FORMAT:

***All papers should include a cover page, and be written in APA (American Psychological Association) format, and should be saved as .doc or .rtf files.

1. Cover Page
 - A. Title of Assignment
 - B. Name and Student ID#
 - C. Name and Semester of Course

SUBMITTING ASSIGNMENTS:

All assignments should be submitted as ONE DOCUMENT (separated by a page break for each individual assignment) and placed into the dropbox in D2L (<http://learn.ou.edu>). (For example, you will submit unit one as: **unit_1.doc or unit_1.rtf but separate the journal from the essay with a page break between assignments). If you are experiencing difficulty with the dropbox you may submit it to my e-mail account at:**

ElaineBont@aol.com but **please include the name of the course and the assignment in the subject line of the e-mail.**

Case Studies

Students are required to read and respond to **two** case studies provided (**select two of the three possible case studies below to respond to**). Students will solve the case by applying appropriate motivational strategies reviewed in the course. In the case study response students must:

1. Describe the case they selected to solve
2. Identify the motivational issue
3. Explain the motivational problem from a theoretical perspective. Provide a detailed, step by step plan for resolving the case, using specific motivational theories discussed in this course (please be sure to tie in strong theoretical support). Provide justification for the selection and application of the chosen motivational strategy.

FORMAT:

1. Cover Page
 - A. Title of Assignment (ex: Case Study #1)
 - B. Student's name and ID #
 - C. Name and semester of Course
2. The next 2 or 3 pages should contain the content of your paper.
3. Reference Page (Include references in APA format).

Case Study #1:

Caleb was a Sophomore in high school, and this was his second year on the high school swimming team. He had always been a good student, maintaining a GPA between 3.2 and 4.0. This year his goal was to "make State" in swimming. This was going to be hard for him because this was only the beginning of his second year in swimming, while most of the kids on the swim team had been swimming on a team since they were 7 or 8 years old.

As the school year began, he voiced his goals to his mom, an ex-swimmer herself. "Mom, my goal this year is to make it to State in swimming," Caleb said. "Wow! That's great!" replied his mom. "What events are you planning on making State in?" She asked. "Well, I was thinking that I could probably make it in 50 Free, 100 Free, and maybe 200 Free." Caleb replied. "This is great, Caleb! I'm glad to see that you are thinking about it ahead of time and setting goals for yourself," responded his mother.

As the year progressed, Caleb worked hard in workouts and was very positive and enthusiastic regarding the progress he was making. However, at one swim meet his coach asked him to swim the 500 Freestyle-and even that Caleb had never swam before. He was initially nervous and doubtful about his capabilities in this event, as he had always considered himself to be a sprinter. However, much to his amazement, he made State times after the first time he swam the event! This threw Caleb for a bit of a loop, as he was still about a second away from making his 100 Free times, and had just made his 50 Free times. In addition, he was actually closer to making his 200 Free times than he was his 100 Free time. Caleb struggled with this because he knew that the stroke technique was different for sprinting versus distance. In distance, he had to be sure to pace himself, use long strokes, keep his kick up, get all of his turns right, and finish hard. In the 50 and 100 free, he had to shorten his stroke, go all out the entire way, get his strokes right and finish hard. In addition, those who were training as sprinters did different weight techniques during weight training. He was not supposed to bulk himself up too much for distance swimming. He figured he would just train for distance now that he knew that he could easily make the distance times, whereas it was more difficult to lower his times in shorter distances.

Caleb was actually progressing very well, and he was so excited about swimming that he began to form more long

term goals. He told his mother that not only did he want to swim in State, but he also wanted to get a swimming college to an “A College,” but wanted to pursue sports psychology and become a swim coach. Shortly afterward, Christmas break came, and he and his mother went away for a vacation to Alaska. Caleb was not excited about having to miss swimming for 2 weeks, and was convinced that there would be no swimming in a cold place like Alaska. However, his mom convinced him that quite the opposite was true. In fact, Alaska had a very strong swim program. She knew Caleb was worried about his performance slipping if he had to miss swimming for two weeks, so she called the local high school where they would be visiting, spoke with the swim coach, and arranged it so that Caleb could work out with their team. As it ended up, Caleb was able to practice one on one with the coach, and then with a few of the boys for two weeks. He was able to get coaching on his stroke technique and was told by the coach in Alaska that he “had raw talent.” Everything was fine...until they came back from the vacation.

Suddenly, without any apparent reason, Caleb’s motivation to swim completely slipped away. Not only did his mom notice, but his coach was very concerned. Caleb was not putting forth the effort that he normally displayed during workouts, and was struggling to keep up with some of the boys that he normally beat rather easily. State was coming up in a month in a half, and Caleb had to “get it together” in order to perform well at State. For two weeks Caleb had a bad attitude. When the first meet came up and he shrugged off a less than stellar performance and claimed that he “didn’t care.” He said that he no longer liked swimming or the kids on the team. Confused and concerned, Caleb’s mom approached his swim coach and talked to him. She explained to the coach that Caleb had been working with a coach in Alaska while away, so he wasn’t “out of the water” for two weeks. She also expressed that she knew how much Caleb had wanted to succeed and couldn’t understand why he suddenly embraced such a bad attitude. His coach said he would talk to him, which he did. Slowly, Caleb started coming around and by the time that State rolled around, Caleb had made State times in the 50, 200 and 500 free, and placed in the top 16 in the state for the 500 free, plus his relay team placed in the top 8 in the state.

Questions to think about when solving this case study:

1. Was Caleb initially intrinsically or extrinsically motivated to swim?
2. What could have caused Caleb to have the sudden turn for the worse concerning his motivation to swim?
3. Do you think that being away caused Caleb to have a fear of failure?
4. What do you think Caleb’s coach said to motivate Caleb to do well again?
5. What could have been done to avoid Caleb having a bad attitude after going away?
6. What are some of the key motives in your own life?
7. What drives you?

Case Study #2:

Adam was a specialist in the National Guard who had recently been called up again for deployment in Iraq. He had initially joined the National Guard right after the 9-11 attacks on the Twin Towers. At that time he was having relationships problems with his wife, who was having an affair with another man. He knew divorce was coming, but he didn’t really know what to do with his life. He was an immigrant from another country, and had no family in the United States. He had met his wife in Utah and then moved back to the Midwest after marrying her. They had only been married less than two years, but the marriage was already coming to an end. Joining the National Guard seemed like a good choice at the time, because it would allow him to go back to school and do something worth while at the same time. Plus, he had no family or friends in the area, so he felt that he really had nothing to lose.

He had served a short deployment in Afghanistan, but had experienced major psychological problems during his short stay. He was still struggling with the divorce, and was emotionally hurt that even though his divorce was not finalized yet, his wife would not even call or write him while he was overseas. To make issues worse, he was sure that he could not shoot anyone if he needed to. He threatened suicide so he was shipped back to the states early. After months of counseling and the finalization of his divorce, he was deployed to Louisiana to help with the

Hurricane Katrina support. Everything was going fine, and he was starting to enjoy his involvement with the military, even making some good friends. However, a few months after his return from Katrina, he was called up again for deployment to Iraq. He was able to attend training in another state, but about 3 weeks before he and his team were going to be sent overseas, he started doubting his involvement with the military again. He was angry and defiant, suddenly changing his perspective of the military and its involvement overseas. He stubbornly refused to have anything to do with violence and insisted that he would not fight, even if he was fired at.

Questions to think about when discussing this case study:

1. What motivational theories might explain Adam's initial motivation to join the military?
2. What theories might explain why he was satisfied with the military at one point, and then suddenly had a change of heart?
3. What theories might be applied to boost his motivation and encourage him to adapt a better attitude, enabling him to go overseas and do his duty?
4. How might his fellow soldiers feel when they see Adam's sudden change of behavior and attitude?
5. What might they be able to do to boost his morale and encourage his involvement?

Case Study #3:

In this particular case study, you can select a real motivational case from your place of employment. Your paper must include the following information: place of employment and type of services offered, identify at least 3-5 specific problems that you can see that involve motivational issues within your place of employment, and then provide solutions for the problems by applying appropriate motivational strategies reviewed in the course. As with the other case studies, you must describe, in detail, a plan for resolving the issue along with a step-by-step, detailed motivational plan. In addition, you must provide justification for the selection and application of the chosen motivational strategy.

Journal Assignments

At the end of each unit, you will be responsible for submitting a 1-2 page journal response to the instructor. For each weekly journal assignment, select a topic that you read about that week, and write about the application of this theory in your own life. Simply reflect upon the topic, how it is relevant in your own life, experiences that you have had with that topic, thoughts/feelings towards that specific topic, etc. For example, you may write about the application of a theory in your workplace, personal life, or home life-how you might be able to solve an existing problem by applying this theory. Or, you may write about how you can see the application of a particular motivational theory in your own learning experiences, or those of your children.

FORMAT:

1. Cover page with the following information:
 - A. Your Name and student ID #
 - B. Title of Journal (ex: Journal 1)
 - C. Name and semester of course
2. Pages 2-3 should contain your journal entry

Essay Questions

In each unit, you will be responsible for answering an essay question. To view the guiding questions, log into D2L and look under the "Course Content" section of this class. Under the Course Content you will see that the content is divided into Eight Units. Each unit has additional required readings and guiding questions. **Select ONE guiding question from each Unit of this course to answer.** Each answer that you provide should be 1-2 pages in length (not including the cover page or reference page), typed with 12 point font, and double spaced. Be sure to copy and

paste the question you are answering prior to providing your response.

THE REQUIRED FORMAT:

1. Cover page: Title of Paper (ex: Essay #1), name and student ID#, copy and paste essay question you are responding to;
2. Pages 2-3: Your answer to the essay question.
3. Page 3 or 4 (If you include citations from other sources, also include a reference page with all references in APA format).

Literature Review Paper

Students will be required to write a 5-7 page, typed (12 point font), double-spaced literature review paper in APA format (refer to resource page for tips in APA format) for their final project. You will need to send your faculty member an abstract for approval before writing the paper. **A minimum of ten references will be required.**
NOTE: You may use both Internet sources and non-Internet sources in writing the paper. However, your sources need to be of good quality. The papers should be on a topic related to one of the theories covered in the course and its application either in learning or leadership and the workplace. After you have selected a topic to review and received instructor approval, you will then need to research that topic (tip: try searching databases such as ERIC and Psych Lit or Psych Info on the OU Library Web site). End each paper with questions that you feel were unanswered by your assigned readings. Be sure to include a reference page, with all references cited in APA format.

For Example: I might choose to research and write more about Self Determination Theory (Deci and Ryan). There are several angles I could take on a research paper concerning this theory, but I may choose to write about Self Determination Theory its application in the learning environment (ex: online learning environment), and how it explains the present motivational level of students and how I could improve the motivation of these students using suggestions based upon this theory. I would need to search online journals and other databases to find quality articles on this topic. To do so, the best approach would be to log into the OU Library and search the databases-- ERIC or PsychLit would be two good ones.

FORMAT:

- * Cover Page: title of topic, name, student ID#, name and semester of course
- * Pages 2-6: Your written paper
- * Page 7: Reference Page

Grading Scale

Case Studies (2 @ 50 pts each)----- 100 pts
Journal Assignments (8 @ 25 pts each)----- 200 pts
Essay Questions (8 @ 25 pts each)----- 200 pts
Literature Review Paper----- 100 pts
Total Possible Points----- 600 pts

Grading Procedures

Remember that it is your responsibility to maintain ongoing communication with your faculty member(s). If you need to miss a class (on-site) or if you are going to be delayed in submitting unit assignments (online), you should contact your faculty member to let them know your situation. Faculty members are not obligated to initiate contact with you before assigning final grades. If you have several absences (on-site classes) or outstanding or late assignments, your grade may be seriously impacted.

Students in our online courses who do not contact their faculty member, or who fail to submit assignments within four weeks from the beginning of the course, are subject to a grade of "administrative withdrawal." The grade of AW is given for students who never submit work, and who never contact their faculty member. The AW is a permanent grade that does not impact your grade point average. In most circumstances, the AW can not be challenged, and you will be required to retake and repay for the course to receive credit.

The grade of "AW" may have an impact on your financial aid award, so if you are receiving financial aid, you must make sure you are submitting your assignments in a timely fashion.

Students will e-mail assignments to the indicated e-mail address. Assignments will be graded, with comments and grades sent directly to the student's e-mail address. Privacy will be maintained, and student grades will not be publicly posted. This course is letter graded.

Incomplete ("I") Policy

For sufficiently extenuating circumstances a student may receive a grade of "I" and receive an extension to complete. To receive a grade of "I" the student must satisfactorily complete a minimum of one-half of the course work, have a legitimate reason for not being able to complete the work during the normal time frame, request from the instructor a desire to receive an Incomplete grade via submitting a request for an "I" and a plan to the instructor about how and when the work will be completed. If the student receives a grade of "I" the instructor will indicate to the student, and to the Office of Academic Records via the official OU grade sheet, what must be done to complete the course and set a time limit appropriate to the circumstances, however, the time allowed may not exceed one calendar year. If the course has an associated Web site and the Web site has changed before the student starts work on the Incomplete, the student will contact the faculty member and the faculty member will develop comparable assignments based on the current Web site. If books have changed in the course, the faculty member should be willing to develop assignments based on the books that the student has so the student will not have to buy new books. If by the end of the year, no change in grade has been submitted, the grade of "I" will become permanent on the student's record. If the student wants to re-enroll in the course they may, and they will need to pay full tuition and fees for the enrollment. History tells us that the longer an Incomplete goes unfinished the less likely it will ever be completed at all. The College recommends that the student remedy their incomplete grade before the start of the next semester.

If you have submitted no work, or less than half of the course assignments, you should not expect to receive a grade of "I" You will receive either an "AW" or a failing grade. Students will make arrangements with the instructor to complete coursework. Work submitted within four weeks of the final course date will be accepted without negative consequences to the grade; work submitted to remove the "I" after four weeks will have consequences to be determined by the professor. Grades of "I" must be completed within one academic year.

Academic Misconduct and Disability:

Any act which improperly affects the evaluation of a student's academic performance or achievement, including but not limited to the following:

- (a) Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration;
- (b) Plagiarism: the representation of the words or ideas of another as one's own, including:
 - (1) direct quotation without both attribution and indication that the material is being directly quoted, e.g. quotation marks;
 - (2) paraphrase without attribution;

- (3) paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author's own;
- (4) expression in one's own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge;
- (c) Fabrication: the falsification or invention of any information or citation in an academic exercise;
- (d) Fraud: the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second instructor; or the falsification, forgery or misrepresentation of other academic records or documents, including admissions materials and transcripts; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty;
- (e) Destruction, misappropriation or unauthorized possession of University property or the property of another;
- (f) Bribery or intimidation;
- (g) Assisting others in any act proscribed by this Code; or
- (h) Attempting to engage in such acts.

Penalties are listed in the Academic Code. For further information on academic misconduct please refer to the following link: <http://www.ou.edu/provost/integrity/>

Disability Issues:

Any student in this course who has a disability that may prevent her or him from fully demonstrating his or her academic abilities should contact Frank Rodriquez (405-325-1061) as soon as possible to discuss the accommodations necessary to ensure full participation and to facilitate your educational opportunities. For further information on disability issues please refer to the following link: <http://www.dsa.ou.edu/ods/index.html>

**LSTD 4700 MOTIVATION IN LEARNING & LEADERSHIP
FALL 07**

Date	Required Readings	Assignments Due
August 21 INTRINSIC & EXTRINSIC MOTIVATION	1. Lecture Notes for Unit One 2. Chapters 1 and 6 "Understanding Motivation & Emotion."	Essay Assign 1 (Gu Quest Journ Assign 1

August 28 GOALS	<ol style="list-style-type: none"> Chapter 8, "Understanding Motivation & Emotion" Setting the Stage (Chapter 3 from "Team Secrets of the Navy Seals") Organizational Vision: The other side of the coin (.pdf file found in D2L) 	<p>Essay Assign 2 (Gu Quest</p> <p>Journ Assign 2</p>
September 4 NEEDS	<ol style="list-style-type: none"> Chapters 4, 5 and 7 from "Understanding Motivation and Emotion." 	<p>Essay Assign 3 (Gu Quest</p> <p>Journ Assign 3</p>
September 11 SELF DETERMINATION THEORY	<p><i>The required readings from this Unit can all be found in D2L:</i></p> <ol style="list-style-type: none"> Needs (Deci and Ryan) Self Determination Theory and the Facilitation of Intrinsic Motivation Self Determination Continuum (Ryan and Deci, 2000) 	<p>Essay Assign 4 (Gu Quest</p> <p>Journ Assign 4</p>
September 18 PERSONAL CONTROL BELIEFS	<ol style="list-style-type: none"> Chapter 9 in "Understanding Motivation & Emotion" "Motivating Soldiers" found online at: http://www.carlisle.army.mil/usawc/parameters/04autumn/catignan.htm <i>The required reading form this Unit can all be found in D2L:</i> "Handling Burnout" (Chapter Six from Team Secrets of the Navy Seals) <p><i>Optional Reading:</i> "What Motivates Soldiers." This article can be found online at: www.usm.edu/armyrotc/MSIII/302/MSL%20302%20L11a%20Motivating%20Soldiers.pdf</p>	<p>Essay Assign 5 (Gu Quest</p> <p>Journ Assign 5</p>
September 25 THE SELF AND PERSONAL SELVES	<ol style="list-style-type: none"> Chapter 10, "Understanding Motivation & Emotion" Possible Selves (can be accessed online at: http://findarticles.com/p/articles/mi_m2294/is_5-6_50/ai_n6079155) <i>The following required articles can be found in the D2L section of this course:</i> <ol style="list-style-type: none"> Possible Selves: Envisioning the Future Possible Selves and Diverse Adolescents Academic Possible Selves 	<p>Essay Assign 6 (Gu Quest</p> <p>Journ Assign 6</p>
October 2	<ol style="list-style-type: none"> Read pp. 349-357 in "Understanding Motivation and Emotion." 	<p>Essay</p>

<p>CULTURAL DIVERSITY AND MOTIVATION</p>	<p><i>The following required readings for this Unit can be found in D2L:</i></p> <ol style="list-style-type: none"> 2. "Understanding Cultural Diversity and Learning" 3. The relationship between culture and learner motivation: Implications in training 	<p>Assig 7 (Gu Quest Journ Assig 7</p>
<p>October 9</p>	<p><i>The required readings for this unit can be found in D2L:</i></p> <ol style="list-style-type: none"> 1. John Ogbu: "Racial stratification and education in the U.S.: Why inequality persists." 2. Sanchez-Runde and Steers: "Cultural Influences on Work Motivation and Performance." <i>The Sanchez article is taken from "Motivation and Work Behavior, 7th Edition," edited by Porter, Bigley and Steers.</i> 	<p>Essay Assig 8 (Gu Quest Journ Assig 8</p>